

Review/Extension

- Understanding how to use text details and prior knowledge to make predictions
- Making text predictions

Predictions

35

LESSON

English Language Learners

See *ELL Resource*, Level D, for approaches to addressing the following issues.

- Preteach the concept of making predictions and the terms *context clues* and *prior knowledge*
- Model the process of verifying and supporting predictions using *I think + future tense: might and will*
- Summarize the passages in each section, and preteach difficult vocabulary
- Practice writing predictions based on clues and prior knowledge

Explain

Introduce **predictions** by creating a transparency of the reproducible pictures provided in the Appendix on page 153.

Show one picture at a time and ask the students to predict what might happen next in each scenario.

Imagine this scene. What do you think might happen next? (Accept reasonable responses.)

What makes you think so? (Accept reasonable responses.)

What is it called when we guess what will happen next? (making a prediction)

*Just as we have made predictions based on photos, good readers use details in a passage and their previous knowledge to make **predictions** about what will happen in a text.*

Expand (Overhead Transparency 35)

Use Overhead Transparency 35 as a group minilesson on **Predictions**. Begin by reviewing the examples from the introductory activity.

What is a prediction? (a guess about what will happen)

What do readers use to make a prediction? (text details and prior knowledge)

Discuss prediction by calling students' attention to the bullet points on the transparency: A **prediction** is a guess a reader makes about what will happen in a story or text. Readers combine what they already know with *context clues* to make predictions.

Call students' attention to the paragraph on the transparency, and read it aloud.

How do you predict that this story will end? (Hazel will play soccer wearing a dirty uniform.)

Then read the first sidebar and point to the title.

What clue does the title give about what will happen in the story? (Someone learns a lesson. Hazel won't get her uniform washed.)

*Readers make **predictions** before reading by looking at the title and previewing illustrations. Making a prediction before reading will help you set a purpose for reading.*

What previous knowledge or experiences have you had with taking something for granted that would help you make a prediction? (Accept reasonable responses.)

Share the second sidebar with the students and discuss making predictions during reading.

35 Predictions **Expand**

- A **prediction** is a guess a reader makes about what will happen in a story or text.
- Readers combine what they already know with context clues to make **predictions**.

Learning the Hard Way

"Mom!" shouted Hazel as she clattered through the back door. "I need my soccer uniform. We have a game in half an hour."
 "I haven't seen your uniform," answered Mom.
 "But it was dirty, and you did laundry last night."
 "Did you put it in the hamper to be washed?" asked Mom.
 "No. But you did laundry!"
 "Hazel, how many times do I have to tell you that unless clothes are in the hamper, they won't get washed? I don't have time to look everywhere for everyone's dirty clothes and go to work too."
 "What can I do?" Hazel asked.
 "It seems to me, you've got two choices here," answered Mom.
 "But I'm the star goalie."
 "Then you have one choice."

Before reading, look at the title and any illustrations to predict what a text will be about. Someone will learn a lesson.

Use context clues and your prior knowledge to make predictions **during reading**. Hazel's uniform is not clean, and she has a game. Mom reminds her that she didn't put her dirty uniform in the hamper. Hazel will have to play in a dirty uniform.

Confirm or revise your **predictions** as you read.

Remember: Combine what you already know with details in the text to make **predictions**. As you read further, check and modify, or change, your predictions. Making predictions will focus your reading and help you check your comprehension as you read.

Which details tell you that the uniform hadn't been washed? (Mom hasn't seen Hazel's uniform, and Hazel didn't put it in the hamper.)

What evidence combines with your previous knowledge to make you predict that Hazel will wear a dirty uniform to the game? (Hazel is the goalie, so she must be at the game. Mom reminds Hazel of the laundry policy and tells her she has two choices.)

Making predictions during reading will help you monitor your comprehension and create meaning.

Share the third sidebar with the students, which reminds them to confirm or revise their predictions.

Revising and confirming your predictions makes you an active reader and will help you better understand the author's purpose and make sure you comprehend the main idea.

Conclude this lesson by reading the Remember statements at the bottom of the overhead.

Explore (pages 102–105)

Complete Explore I as a group. Begin with a review of Academic Vocabulary and Heads Up. Use this first exercise as a bridge between instruction and independent practice and to informally evaluate understanding. Encourage students to explain their thinking. Then challenge students to complete the remaining exercise(s) individually, in pairs, or in small groups.

Differentiated Instruction

Extra Support: Provide students the level of support needed to complete the remaining exercises. Suggested modifications include having students

form small groups to complete the exercises. If possible, provide a student mentor or adult volunteer to read the exercises orally. Working in a group and discussing situations should help students gather the right information to make logical predictions.

Extend: Encourage pairs of students to partner read. Ask them to stop periodically and predict what will happen next. Challenge students to revise and confirm their predictions as they read. Consider providing students with sticky notes to mark places in the text where they made and modified their predictions.

APPLY

Writing: Read aloud a story that contains a surprise ending. Stop reading the text before reaching the conclusion. Then ask students to predict how the story ends. Confirm or deny by finishing the story. Challenge students to create a new ending that also fits the clues within the story.

Mathematics: Discuss probability by predicting the likelihood of an event occurring based on statistical data. Encourage the students to practice estimation by predicting the number of times a particular colored cube will be drawn from a sack.

Exit Ticket

Use the following questions as well as student work on the Explore activities as formative assessment on **Predictions**. Discuss students' answers. Offer them an opportunity to reflect on their understanding.

What is a prediction? (It is a guess about what will happen in a story.)

What do readers use to make predictions? (Readers use their own prior knowledge and the clues they get from reading a story.)

Pause and Evaluate

Reflect on students' performances at this point. If they have demonstrated an understanding during instruction and discussion, independent practice, and the Exit Ticket conference, concentrate on implementing ideas such as those presented in Apply to transfer knowledge beyond this skill-specific lesson.

If you feel that students have not demonstrated an understanding, consider

- Reteaching the lesson using different text and examples.
- Reteaching a certain area of confusion.
- Proceeding to the Re-Explore activity for additional practice. Sidenotes are generally included to guide instruction and encourage metacognition on the part of the student.
- Adapting the lesson to fit other learning styles or modalities.
- Using current reading materials and fashioning lessons from the text.

Re-Explore

Work with students needing more practice to complete the Re-Explore activity. Read the exercise for the student, but ask the student to determine the answers with as much support as needed. You may also pair students needing more practice with an adult or capable peer to complete the guided exercise on **Predictions**.

Answer Key

Explore (pages 102–105)

Exercise I: 1. *Answers will vary.* Possible answer: The girls will race to the line.; 2. Explain: *Answers will vary.* Possible answers: Both girls put on pads for protection while skating; both girls acknowledge the line on the path; both girls crouched into a Ready position as if getting ready to race.

Exercise II: 1. *Answers will vary.* Possible answer: Dusan will sing at the ceremony.; 2. *Answers will vary.* Possible answer: Sparky will get muddy outside.

Exercise III: *Answers will vary.* Possible prediction: Matt will not have the passes.; Evidence: *Answers will vary.* Possible answers: Matt wanted to go to the mall instead.; Rachael asked him to check for the passes, and he wouldn't do it.

Exercise IV: *Answers will vary.* Possible prediction: Mark will discover that children are moving in next door.; Facts: *Answers will vary.* Possible answers: 1. Bicycle crates that looked like they held children's bikes were unloaded; 2. one box was marked "Ethan's room," so Ethan might be the name of a child.

Re-Explore

1. *Answers will vary.* Possible prediction: Sean's mom got her raise.
2. Clues: *Answers will vary.* Possible answers: The mom had been at the company for several years, and she had gotten a raise every year. Mom came into the house smiling.